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ABSTRACT

The purpose of this booklet is to provide social studies teachers with student writing samples that exemplify the criteria used to score students' responses on the June 1987 Alberta (Canada) Social Studies 30 Diploma Examination. Students choose one of two possible essay questions that required writing a defense of individual initiative in national economics or the national pursuit of isolationist policies. Five writing examples of responses to each question are reproduced in the students' own handwriting, and these selected responses generally illustrate the quality levels of exceptional, proficient, satisfactory, limited, and poor. The essays are assessed for: (1) the use of description, examples, or case studies; (2) the description of value positions; (3) a defense of the position taken; and (4) the quality of language and expression. The accompanying commentaries discuss selected features of the students' responses and indicate how the scoring criteria used to evaluate the essays relate to the students' work. An appendix provides a scoring guide for each of the four assessed criteria. (JHP)

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ED299174

SAMPLES OF STUDENT WRITING

from the Social Studies 30 Diploma Examinations

JUNE 1987

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INTRODUCTION

Purpose

The purpose of this booklet is to provide social studies teachers with samples of student writing that exemplify the criteria used to score students' written responses on the June 1987 Social Studies 30 Diploma Examination. Examples of the full range of student writing are provided. The accompanying commentaries discuss selected features of the students' responses, and show how the scoring criteria and descriptors used to mark the essays relate to the students' work.

Contents

The Social Studies 30 Diploma Examination consists of two parts: 70 multiple-choice questions and a written-response or essay question worth 30% of the examination mark. This booklet deals with the June 1987 written-response section, which required students to write ONE complete and unified essay defending a position on an issue related to the content of the Social Studies 30 program. Students chose to write on one of the two essay questions presented. The June 1987 essay questions follow on pages 6 and 7.

Each example of student writing in this booklet has been reproduced as it appeared to the markers, that is, in the student's own handwriting. Because of space limitations, the student's planning, drafting or rough work has not been included.

Accompanying each student response is a discussion relating the characteristics of the essay to the descriptors in the scoring guide which are reproduced in Appendix A on page 37.

Selection of Papers

The essays selected for this booklet were used as sample papers for training markers during the June 1987 marking session. As such, these papers generally illustrate the quality of student work at each of the five levels of accomplishment described in the scoring guide (see Appendix A). In Social Studies 30, the range of quality of student writing is scored as follows: EXCEPTIONAL - 5, PROFICIENT - 4, SATISFACTORY - 3, LIMITED - 2, POOR - 1. Each essay is assessed on this 5-point scale for specific reporting categories: DESCRIPTION OF EXAMPLES OR CASE STUDIES, DESCRIPTION OF VALUE POSITIONS, DEFENCE OF POSITION, and QUALITY OF LANGUAGE AND EXPRESSION. (See Appendix A for details.)

Although the papers in this booklet were selected because they illustrated an overall score, variations within that overall score did exist in some reporting categories.

Establishing Standards

A group of teachers initially determined the range of student performance from the June 1987 writing by reading a large random sample of papers from across the province to confirm the upper and lower limits of the writing produced on the examination. These teachers, or rangefinders, also suggested minor adjustments to the scoring guides to facilitate the marking process. They then selected papers representative of the range and illustrative of the various scoring descriptors to be used for training group leaders and markers.

The second step in establishing standards was a day-long session held with a group of teachers specially selected to serve as leaders of small groups during the marking. This group reviewed the representative papers from rangefinding and endorsed them as appropriate illustrations of the various scores possible, thus setting standards for the marking.

Marking Process

Teachers were selected for marking on the recommendations of their superintendents. All of the teachers were currently teaching the course, and had done so for at least two years. They spent the first hours of the marking period in an intensive training session that included a review of the scoring descriptors as they related to the representative papers previously selected by the rangefinders and group leaders.

No details that could identify a student or school appeared on the examination papers. Markers were advised to refuse to mark a paper if they suspected its source. They were instructed to disregard the quality of the handwriting in evaluating the papers, and to return a paper unmarked if they thought the handwriting could influence their judgment. No marks were placed on the examination booklets during the marking process. Scores were placed on the separate score sheets. All papers received three independent readings. Provision was made for a fourth reading if the scores awarded by the first three markers varied to the extent that the student's final grade would be significantly affected.

Cautions

The following cautions should be kept in mind when reading this booklet or when using the contents for instructional planning.

1. These papers are examples of student writing that reflect an interpretation of the standards that teachers established specifically for the June 1987 marking session. The interpretation of the standards and the judgments made by markers at that time may vary with other writing assignments and with writing completed under different circumstances. <u>These samples of writing should not be used as models for instructional purposes.</u> Rather, they are intended to demonstrate how the scoring criteria were applied to examples of student writing from the June 1987 examination only.

It should also be noted that neither the essay questions nor the scoring guide limited students to a single organizational or rhetorical approach in completing the assignment. Students are free to select and organize their materials in a manner that they feel will best present their position on the issue. The student essays in this booklet illustrate just a few of the many organizational strategies used by students in June 1987.

2. Under difficult examination conditions, students were able to prepare writing that must be considered first-draft only. Quality of writing could be improved considerably if students had more time and resources. Readers should therefore consider each student's accomplishments in light of the constraints of examination writing.

Acknowledgments

This document would not have been possible without the student writers who kindly granted us permission to publish their work, and the valuable contributions of the following social studies teachers:

Draft work	George Richardson - County of Strathcona #20 Peter Sands - Edmonton School Division #7
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SOCIAL STUDIES 30

DIPLOMA EXAMINATION ASSIGNMENTS
(JUNE 1987)

TOPIC A

ESSAY ASSIGNMENT

Some governments believe that an economy operates best when its citizens are free to exercise their initiative. They believe that individual decision-making promotes the efficient operation of an economy. Other governments attempt to combine individual initiative with some government regulation. They believe that co-operation between enterprising individuals and government offers the best approach in running an economy. Still other governments emphasize strict central planning and decision-making. They believe that setting economic priorities according to the collective needs of society must take precedence over individual initiative.

In an essay, defend a position on the issue: SHOULD GOVERNMENTS EMPHASIZE INDIVIDUAL INITIATIVE IN THEIR NATIONS' ECONOMIES?

MARKS WILL BE ALLOTTED ON THE FOLLOWING BASIS:

- Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content	(10 marks)
- Thoughtful description of alternative value positions underlying the issue	(5 marks)
- Logical and persuasive defence of the position chosen	(10 marks)
- Effective use of language and expression	(5 marks)
TOTAL	30 marks

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.

TOPIC B

ESSAY ASSIGNMENT

During the 20th century, some national governments have chosen to restrict their participation in international relations. They believe in self-sufficiency. By depending on their own resources for security and the advancement of their national interests, they hope to avoid becoming entangled in the affairs of other states. Other nations have taken a more active role in international affairs. They believe their security and national goals as well as world stability are better served by pursuing policies of international involvement.

In an essay, defend a position on the issue: SHOULD NATIONS PURSUE ISOLATIONIST POLICIES?

MARKS WILL BE ALLOTTED ON THE FOLLOWING BASIS:

- Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content	(10 marks)
- Thoughtful description of alternative value positions underlying the issue	(5 marks)
- Logical and persuasive defence of the position chosen	(10 marks)
- Effective use of language and expression	(5 marks)
TOTAL	30 marks

BE SURE TO INDICATE YOUR CHOICE OF TOPIC ON THE BACK COVER.

SOCIAL STUDIES 30

SAMPLES

OF

STUDENT WRITING

(Topic A)

TOPIC A

Student Sample One

General Comments

This writer immediately and subsequently demonstrates an insightful understanding of the issue and the choices inherent in the value dilemma. A position is established through a comprehensive and largely accurate discussion of case studies. This discussion reveals a good grasp of social studies content and a mature use of language structures and vocabulary. A solid link is established between the position taken and the evidence presented to support it. This essay is representative of 5 EXCELLENT in most reporting categories.

Some governments believe that an economy operates best when its citizens are free to exercise their own initiative and choose their own decisions. Other governments emphasize central planning with government decision-making. Others choose to combine both into a mixed economy. The direction each nation chooses depends on the values and attitudes of the government. The problem becomes to what extent should individuals exercise their own freedom in the economy and to what extent should governments intervene? Which method would insure economic growth of a nation to its full potential? Those nations who value individual decision making believe that individuals in their best interest given freedom to act on their own and that the sum of each person's efforts will lead to the common good of the economy. Those nations who value government intervention believe that cooperation among enterprising individuals and government will insure economics of the economy. They believe that government encouragement provides a basic standard of life for everyone. This is an important issue because the direction a government chooses will determine the efficiency and stability of the economy and the quality of life of the individual.

An example of one nation who gives freedom to its citizens to exercise their own initiative is the United States. The U.S. is a capitalistic society which values competition, profit, and little government interference. The economy runs according to supply and demand and the consumer is given sovereignty

Description of Value Positions

The writer presents a comprehensive statement of value positions in the introduction of the essay, as illustrated by references to "individual decision-making" and "government intervention" within the context of how to ensure the full potential of economic growth. The writer understands there is a conflict involved and a price to be paid in choosing a value position: "the direction a government chooses will determine the efficiency and stability of the economy and the quality of life of the individual." The writer demonstrates further understanding of the issue by referring to the value positions inherent in the economies of the U.S. and Sweden.

Description of Examples or Case Studies

This writer shows a mature understanding of the Swedish economy and a broad comprehension of American

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to choose the products he wants to buy and how much he is willing to spend for them. His income is determined by the work he performs and the manner in which he invests his money. The government intervenes only in certain key industries of the economy and during economic times. Citizens are provided with a few transfer payments such as pension, unemployment insurance and social insurance but not an adequate amount to live on. Medical and hospital care is paid for by civil servants and doctors till their patients. Students must pay tuition and fees for post-secondary institutions if they wish to further their education. However, all individuals are given the opportunity to raise their status and achieve success. By becoming entrepreneurs if one wishes to start his own business, it is fairly easy to do so. If one uses his skills and talent wisely he should be able to raise his standard of living. Adam Smith, the founder of capitalism states that by an "invisible hand" the economy is guided and that each person's efforts will work toward the common good of society. This method is desirable to citizens because each has a chance to become a success if he uses his knowledge and capabilities wisely. Yet, for people who have got on the wrong road to success, it is difficult start over. If one's company goes out of business he is not guaranteed by the government for support financially to get on his feet again. Most people are concerned with their own gains and sometimes, if materialism and greed become a priority one may use selfish means to get what he wants and may exploit the workers or other individuals. Thus capitalism has its advantages and disadvantages in the running of the economy.

One example of a nation who values government intervention is Sweden. Sweden is a mixed economy and values with its policy of indicative planning. The government sets targets and guidelines for the economy. The government ensures equality of its citizens by providing a basic standard of living for all. Education is almost completely government controlled for students receive free textbooks and meals as well as tax-free loans. At the age

capitalism. By combining a discussion of the practice of private enterprise and mixed economies with a description of their philosophical underpinnings, the writer demonstrates above-average understanding: "Sweden follows the policy of John Meynard Keynes who stresses that government intervention is needed." The writer's appropriate use of economic terminology is evidence of a comprehensive and accurate knowledge of social studies content ("supply and demand, indicative planning, consumer sovereignty, transfer payments, invisible hand").

Defence of Position

The defence of position proceeds logically from the examples provided. The writer's choice of Swedish-style interventionism is well supported: "Sweden values government intervention because it is concerned with society as a whole rather than individual welfare. I believe that working together as a community allows for success of the economy." Strong arguments against the exclusive reliance on individual initiative are also provided: "In a capitalistic system, there is a large gap between the rich and poor and the poor are singled out . . ." Unlike less well-developed essays, many of the arguments refer back to a discussion of value issues.

of 65, citizens receive a pension that is sixty percent of their average yearly income over 15 years of their highest earnings. Medical care and hospital care is free and mothers are given funds for maternity leave. It provides many transfer payments to its citizens and grants for retraining for different jobs and skills. However, citizens must pay 66% of their yearly income to the government to receive these services. The people know that in order to receive they must give in return and so do not object. This method of running the economy is desirable to the citizens because they are guaranteed of a basic standard of life and are provided with many services. However, in many cases the incentive and motivation of citizens to work is lost because they know they will receive even if they do not work hard. ~~Thus Sweden has advantages and the~~ Sweden follows the policy of John Maynard Keynes who stresses that government intervention is needed in the economy during times of unemployment and inflation. The economy of Sweden is under strict control in this method although it still provides much room for private ownership of industries and individual initiative.

The problem of government intervention in the economy surfaces many values, but the two values paramount to the U.S. and Sweden is self-reliance ~~to~~ and social welfare. The U.S. who values individual initiative believes it is the responsibility of each citizen to make his own economic decisions and to determine his quality of life according to his own abilities, knowledge and resources. He should not have to depend on anyone else nor expect government to intervene in his own private affairs. The individual is motivated ~~for~~ to achieve success only when allowed to do so on his own accord and for his own benefit. The economy runs efficiently when each strives for his own personal material welfare. Sweden values government intervention because it is concerned with society as a whole rather than individual welfare. ~~Although~~ We are not born with the same abilities and talents so will not achieve the same successes. Is it

Quality of Language and Expression

The writing is well organized, clear, and free of major errors. Minor errors may be attributed to the difficult writing conditions and time constraints. The strength of the writing is in the clarity of the writer's train of thought. The style and language are appropriately formal and serious, but not pretentious: "Co-operation among government and individuals will surely assure the stability of the economy."

not the responsibility of the government to look after the needs of the disadvantaged and powerless? Do we not all have the right to a basic standard of living and equality? Cooperation among government and individuals will surely assure the stability of the economy. Thus, nations have certain policies because of the values they hold.

If asked to choose which method of running the economy is better, I would have to side with that of Sweden and the mixed economy. In a capitalistic system, there is a large gap between the rich and the poor and the poor are singled out as unsuccessful. If they have not been able to make a success out of their life, no one is willing to give them a chance and it is difficult to change their economic status. A mixed economy such as Sweden's, provides people with a basic standard of living and it ensures the chances of success in life to be much greater. Everyone is provided with the same services and subsidies and is not discriminated against because of their inability to afford something. I believe Canada should follow the same policy as Sweden. Presently it provides its citizens with Medicare, workmen's compensation, social insurance, unemployment insurance which guarantee the individual of avoiding a complete loss of income. It should continue this as well as others. Businesses will run more smoothly if the government lends a helping hand because it is much more difficult to go bankrupt. Cooperation among peoples will teach them to be more compassionate and understanding and may lead to a willingness to aid others. This may be done in one's own country as well as abroad in feeding the hungry in order to ensure that the economy of developing countries will be efficient.

I believe that working together as a community allows for success of the economy and that social welfare is more important than individualism and self-reliance. If people are willing to cooperate with each other, this world will be a much better place to live in.

TOPIC A

Student Sample Two

General Comments

This writer demonstrates a clear and concise understanding of the issue and the value dimension. A position is defended with well-considered arguments arising from an analysis of one case study. While this discussion is generally accurate, there are some over-generalizations. The discussion is purposeful, clear, and consistent, representative of 4 PROFICIENT in most reporting categories.

The question of whether or not to emphasize individual initiative in a nation's economy is an important one as it indicates the basic value question underlying all economies- economic freedom vs state control. As a nation decides which path it will follow in its economic decision-making, it must decide how much economic freedom should be given to the people and how much emphasis should be placed on government control. Those people supporting the need for individual initiative believe that our basic freedoms are in question. They say that allowing for individualism gives the room for creativity and growth that is among our basic human rights. Those against the promotion of individual initiative believe that this encourages selfishness and greed, leading to wide gaps between economic classes. They claim that true freedom can only be acheived when all citizens have economic equality, and that this can only be acheived through government control. I believe that governments should emphasize individual initiative in their nations' economies.

One example of an economy in which individual initiative is extremely limited is the Soviet Union. The Soviet Union has a highly centralized economy in which all major economic decisions are made within the Communist Party.

Description of Value Positions

The opening paragraph clearly raises the value alternatives of "economic freedom vs state control." This writer also identifies the dilemma of "how much economic freedom should be given to the people and how much emphasis should be placed on government control." There is a consistency and linkage among the value positions, case studies, and defence of position. The writer understands the critical features of differing value positions: "allowing for individualism gives the room for creativity and growth" as opposed to "true freedom can only be acheived when all citizens have economic equality."

Description of Examples or Case Studies

The writer has chosen the economy of the Soviet Union as an example of the effect of lack of individual initiative. By analysing the flaws in the operation of a command economy, the writer was able to effectively adopt

The economic planning of Soviet covers almost every aspect of the nations economy. This rigid planning affects the average citizen greatly. Other than high officials of the Party, the people will find very little room for initiative in their lives. They are told where to work, where to live, what size family is acceptable and, through supply, what they can buy. For example, the government discourages the acquisition of luxury items such as cars by making very few available, and those that are very expensive. While this is supposed to promote economic equality, there remain pockets of elite within the Soviet Union who have a great many more freedoms than the average citizen. I believe that this lack of freedom has hindered the Soviet Union's economic growth. While the basic needs of all citizens are provided, the standard of living remains below that of western democracies. With jobs and housing guaranteed, and very little room for advancement the citizens lack incentive to work. What little incentive is provided, for example bonus to managers increasing production, has proved very effective - illustrating the need for individual initiative in a healthy economy. One striking example of the effects of allowing more liberties, is the small plots of land that the government allows individuals to farm independantly for their own profit. While these plots make up only 3% of arable land in the Soviet Union, they produce 30-90% of the consumer goods in that country. Clearly, for a nation's economy to thrive, motivation of the individual is a must.

In conclusion, I believe that no economy can thrive without the initiative of the individual citizens. Even Communist governments such as the Soviet Union's have recognized the need for some liberties for the people in their economy. Individual decision-making provides an incentive to work harder and that just isn't available

the position that governments should encourage individual initiative. The description of the Soviet economy does contain some unsubstantiated over-generalizations: "They [the Soviet people] are told where to work, where to live, what size family is acceptable." However, the discussion of the problem of elitism, of the purpose of industrial bonuses, and of the role of private agricultural production reveals a clear understanding of the functioning of the Soviet economy.

Defence of Position

The writer's stance on the issue is both logical and clear. Strong statements of position are made throughout the essay: "Individual decision-making provides an incentive to work harder." Such statements are well-supported by the evidence presented earlier. While the writer shows some confusion over the irony involved in individual initiative being preserved by government institutions ("With public education and freedom from discrimination, we are all born with the same freedom"), in general the writer's defence of position is quite consistent. The writer's attempt to deal with a common criticism of economic systems promoting individual initiative adds an interesting dimension to the essay: "While supporters of centralization complain about the lack of economic equality, I think it is the equality of opportunity which makes our system work."

if every aspect of your life is safe and secure. The highest rate of economic growth can only be achieved through various groups and individuals competing with each other and striving to increase their production and profits. Competition increases efficiency as each company tries to make a better product for the lowest price. While supporters of centralization complain about the lack of economic equality, I think it is the equality of opportunity which makes our system work. With public education and freedom from discrimination, we are all born with the same freedom to work hard and make a better life for ourselves. It is in this struggle to get ahead, in allowing for individual initiative, that we find the freedom that I believe is basic to our economic system.

Quality of Language and Expression

The essay reveals good organization and an understanding of grammar. There are very few errors to detract from the meaning and intent of the writer. The writing is clear without being pedantic or pretentious. There is occasional awkwardness in sentence construction: "What little incentive is provided, for example a bonus to managers increasing production, has proved very effective." However, the writer's meaning is clearly communicated throughout the essay.

TOPIC A

Student Sample Three

General Comments

This writer shows an adequate understanding of alternative value positions by describing certain costs and benefits associated with those positions. The example used as evidence in the development of a position is appropriate and adequately described but does contain a significant error. The arguments presented, while generally sound, are brief and somewhat lacking in persuasiveness. The expression reveals an awareness of language structures and vocabulary. This essay is representative of 3 SATISFACTORY in most reporting categories.

I think governments should emphasize individual initiative in their nations economies. This should be allowed in order to meet consumer demands, create a variety of products, give people a choice, and increase the stability of the economy. Without these options there wouldn't be a market, and consumer demands might not be met. On the other hand, if there is uncontrolled individual initiative, severe class distinctions could result, and great inequalities in incomes. If there is no government protection for the workers, they could become a very large group, with low income. This would create further problems, because with so many poor, no one will have the money to buy the products produced. There would also be no security for the worker. There would be no unemployment, or social security.

I feel, if we combine the two aspects of individual initiative, and government control, you would strike a balance which would be suitable for almost everyone.

Description of Value Positions

The writer identifies two value positions "initiative, and government control" but these value alternatives need more development and discussion. The statement: "If there is uncontrolled individual initiative, severe class distinctions could result, and great inequalities in incomes" reveals an adequate understanding of the issue but such a statement needs further analysis and explanation in order to effectively contribute to the discussion.

Description of Examples or Case Studies

The writer's decision to examine the Swedish economy is certainly relevant to the essay topic. However, there is a major factual error which weakens the example, "All primary industries are run by the government," and the introduction of evidence dealing with the Swedish political system is not particularly relevant to the issue of economic initiative or to the position the writer has attempted to establish. Despite these difficulties, the writer's brief

an example of this would be Sweden's economic and political structure. All primary industries are run by the government, but they do allow for private ownership. It is a democracy in the sense that there is more than one political candidate, and they hold frequent elections. There are many welfare programs which are designed to help Swedish citizens, and ensure equal opportunity for all. Some of these being free education, free medical care, free dental care, welfare for the unemployed, and social security for the elderly.

A problem with this is that involves high taxes to pay for it, but at least everyone has the opportunity to use it.

I believe that individual initiative can bring about greater freedom of choice, and greater economic freedom. Although if programs are not set up by the government, and there is no government control over these industries, it could result in exploitation of people. If you combine the two, a nation will benefit the most economically, and individually.

description of the economy of Sweden is generally accurate and the evidence presented demonstrates an adequate understanding of the nature of mixed economies.

Defence of Position

The writer does take a clear position in the introduction to the paper ("I think governments should emphasize individual initiative in their nations economies") and re-emphasizes this position in the conclusion. Despite this stance, the writer's arguments are not particularily persuasive as information is sometimes substituted for thought -- as with the description of the Swedish political system. Also, the conclusion stresses the writer's belief that "individual initiative can bring about greater freedom of choice" but the following sentence asserts that "if programs are not set up by the government . . . it could result in exploitation of people." This unresolved conflict between position and supporting arguments detracts from the merits of the essay.

Quality of Language and Expression

The writer's meaning is generally understood although the expression is not strong. There are certain errors in grammar and sentence structure, and a confusing use of pronouns which reduces clarity: "A problem with this is that [it] involves high taxes to pay for it [the social welfare system], but at least everyone has the opportunity to use it." While the essay is written in a generally coherent manner the language and expression are sometimes problematic.

TOPIC A

Student Sample Four

General Comments

While this writer makes an attempt to identify alternative value positions, the attempt is limited and reveals a vague understanding of the issue. The development of a position is confused and contradictory. Appropriate supportive examples are used but they are sketchily developed and contain inaccuracies that demonstrate a lack of understanding of social studies content. Numerous errors in expression detract from the clarity of the essay. This essay is representative of 2 LIMITED in most reporting categories.

My answer to the question 'Should governments emphasize individual initiative in their nations economies' is yes. Mainly because I believe that people will work harder and more efficently if they get rewarded directly for their work. I also believe that it is not fair that one person that does work very efficently get the same pay as someone who doesn't especially if he doesn't care that he doesn't work efficently.

I feel that the free enterprize system is the best system for people who like to make their own decisions and like to think for themselves. An imaginative mind in a system that allows you to take the actions you think are best can lead to new inventions and technological advances much quicker than a system that has everything planned for you as in a public enterprise systems. I belief that these advances will lead to knew advances and so on and that they will lead to solutions to world problems such as mass starvation over population (mass starvation by agricultural advances over population by space advances) much sooner in a free enterprize system.

I believe that public enterprize enterprize systems work and countries like Sweden prove it with the best medicare system in the world and the slums emptied but the progressive taxation and government regulations have almost stoped economic growth. Sweden economy is not growing fast.

Now as Britian in the industrial revolution was growing very fast their economy was booming and technology was advancing quickly the U S A is the richest country in the world with its free interprize system it is also the most advanced in with space travel. Japan is growing very quikly in the production of cars and computers. I believe these countries are growing so quickly because the people in them get to keep what they earn.

I think that the invisable hand will does keep these people in line because they can not make prices on products that people does doesn't want or that are priced to high to afford. So the present matrix does work for the generall good of all.

Description of Value Positions

The description of the value positions is vague and uncertain. However, there are indications that the writer has grasped some of the basic differences between public and private economies: "The USA is the richest country in the world with its free enterprize system. . . . Progressive taxation and government regulations have almost stoped economic growth [in Sweden]." Nevertheless, it is difficult for the reader to discover a discussion of alternative value positions underlying the issue. The degree to which the writer demonstrates understanding of conflicting or alternative values is limited.

Description of Examples or Case Studies

Although the examples chosen are relevant, the writer presents them with little development or factually accurate information. The statement "public enterprize systems work and countries like Sweden prove it" coupled with the assertion that "government regulations have almost stoped economic growth" provides evidence

I do not belive in equell pay for all work because not all work is equall

that the writer has a restricted grasp of social studies content.

Defence of Position

Although the introduction directly sets forth the writer's position ("My answer to the question Should governments emphasize individual initiative in their nations economies? is yes") the remainder of the essay becomes confused and contradictory: "I feel that the free enterprize system is the best. I believe that public enterprize systems work." The disjointedness of some of the evidence presented further obscures the position taken. While the use of some social studies content such as the reference to the invisible hand deserves credit, the response is primarily emotional. Assertions such as "I feel, I believe" and "I do not believe" are made frequently, but are not made credible with any development of supportive evidence. The final statement "I do not believe in equall pay for all because not all work is equall" is left dangling -- it is not connected to the arguments developed in defence of the position.

Quality of Language and Expression

The quality of language and expression in this paper is weak. There is an appropriate use of social studies terminology ("public enterprize systems, progressive taxation"), but the numerous spelling and grammatical errors plus the disjointedness of some of the evidence presented detract from the clarity of the writing.

TOPIC A

Student Sample Five

General Comments

This writer demonstrates a weak grasp of the issue. Although the writer demonstrates an implicit understanding of the values in conflict, the explanation of alternative value positions is incomplete. The case studies, while relevant, have been minimally or inaccurately described. While a position is discernible, little attempt has been made to defend it. The paper shows serious faults in grammar, sentence structure, and spelling. This essay is representative of 1 POOR in most reporting categories.

Russia will the start of the 5 year plans was filled with discontent people had nothing to work for. Their pay was not based on the quality but rather if they exceeded their ~~goals~~ quota. Agriculture also suffered why should they farm their land just to give it away. ~~Because~~ In the mean time Canada and US had the industries going pretty well full tilt. Pride in the quality of their work was boosted with a ~~bonus~~ bonus. It was the thought of these bonuses that made men work harder for a chance to become successfull and get ahead in the world.

In Sociabist parts of the world they believe that collectivization is the most productive means of all production. They put the collective community ahead of themselves and in the long run it is themselves who will be rewarded.

In my opinion through studies of economic growth people need imediate incentativesomething that's quite close that they can strive for not something that's quite always away. The people of most private enterprise systems learn that material wealth measures the success of a person and it is only normal that a person is willing to work harder and better to reach his goal of success faster.

Description of Value Positions

Although there are few specific references to values in this paper and no attempt to describe alternative value positions, the reader can discern some implicit understanding of the value issue. The relationship the writer establishes between "socialist parts of the world. . . ." and the goal of the welfare of the "collective community" indicates some understanding of the issue. Nevertheless, the analysis is incomplete and inadequate.

Description of Examples or Case Studies

The writer does make reference to relevant case studies such as the U.S.S.R., Canada, and the U.S. However, only the most superficial discussion is given: "In the mean time Canada and U.S. had the industries going pretty well full tilt." The description is minimal and indicates a lack of understanding of social studies content: "Agriculture also suffered why should they farm their land just to give it away."

Defence of Position

The writer's position is difficult to determine and whatever position is indicated is weakly defended: "people need imediate incentative or something." While the writer may have had some valid arguments to make in comparing collectivism with its opposite, the attempts are too weak to be effective.

Quality of Language and Expression

This paper contains serious faults in language usage; these faults inevitably affect the other dimensions of the essay assignment. While the thrust of the paper is generally clear ("people need imediate incentative or something that's quite close that they can strive for"), it is difficult to identify a definable introduction, body, and conclusion to the essay. The nature of the grammatical errors indicates a lack of familiarity with the fundamentals of English language usage: "Russia with the start of the 5 year plans was filled with discontent people had nothing to work for."

SOCIAL STUDIES 30

SAMPLES

OF

STUDENT WRITING

(Topic B)

TOPIC B

Student Sample One

General Comments

This writer demonstrates a grasp of the significance of the issue and proceeds to develop an organized, mature, and insightful essay. An understanding of the dilemma inherent in the value position is demonstrated. The examples are discussed in an accurate and relevant nature which reveals an above average understanding of social studies content. There is a logical progression from the examples to the defence of position which provides consistency and logic to the arguments. The expression reveals a mature use of language structures, spelling, and vocabulary. This essay is representative of 5 EXCELLENT in all reporting categories.

All nations of the world recognize the high cost of international conflict, and therefore realize the necessity of maintaining stable global relations. It is in the best interests of nations to avoid conflict, however individuals disagree as to the best methods of achieving these goals of security and stability.

In the discussion of problems such as these, two groups emerge, with differing and often conflicting values of nationalism and internationalism. An internationalist is concerned with ~~the~~ global security and prosperity and the welfare of mankind as a whole. To ~~act~~ achieve these global aims, an internationalist would be willing to sacrifice national sovereignty and prosperity. These values are compatible with ideas such as collective security where nations would function as a group to collectively deal with global conflicts and problems. One who held opposing views of nationalism would reject such ideas in favour of more protectionist policies. A nationalist is more concerned with the security, prosperity and general well-being of his own country than with global welfare. Because of these values, a nationalist would consider it important for his nation to be independent and self-sufficient rather than involve itself in international organizations and the problems of other nations. The sovereignty

Description of Value Positions

Value positions underlying this issue are clearly identified and concisely described, but the writer has gone beyond simple identification. For each of the two basic values highlighted, other related values are explored: "An internationalist is concerned with global security and prosperity, and the welfare of mankind as a whole." The implications of the adoption of either value are also examined, thus for a nationalist: "The sovereignty of one's own nation must be preserved, even at the cost of ignoring global problems." Such analysis, though brief, indicates an exceptional degree of understanding on the part of the writer.

Description of Examples or Case Studies

The writer's choice of examples and references to different periods of history demonstrate a mature and insightful understanding

of one's own nation must be preserved, even at the cost of ignoring global problems.

In examining these value positions it becomes obvious that a policy of isolationism would be favoured by an nationalist individual or group. A nationalist would support the idea of isolating one's nation by restricting involvement in international relations to give precedence to the interests of the nation. Isolationist policies have been adopted by countries such as Britain in the late nineteenth century and the United States until the Second World War. These nations believed they could best preserve their security and prosperity by severely limiting their involvement in international affairs. For both nations, however, there came a time when they were forced either to become involved with other nations to protect their security or to accept their responsibilities in international politics as major powers with the ability to greatly influence world affairs.

It is apparent that any nation's prosperity and security is threatened in the face of major international conflict. This was made obvious in the two world wars of the past century. With potential for global damage infinitely greater since the development of nuclear weapons, it is no longer practical for nations to isolate themselves. Isolationism does nothing to prevent conflict since it takes no action for global security, and in the present age it does little, if anything, to protect a nation in the event of any serious conflict.

It must, however, be understood that a nation's involvement in international affairs should not consist of intervention in the affairs of a sovereign state such as the present American involvement in Central American countries. Such intervention does not provide constructive movement toward global cooperation.

A nation must be prepared to set aside nationalist values to work collectively with

of social studies content: "Britain in the late nineteenth century and the United States until the Second World War . . . believed they could best preserve their security and prosperity by severely limiting their involvement in international affairs." The degree of insight revealed by the statement "There came a time when they [Great Britian and the U.S.] were forced either to become involved with other nations to protect their security or to accept their responsibilities in international politics as major powers" is strong evidence of the writer's ability to assess international affairs in an historical context.

Defence of Position

The position of the writer is argued with reason and precision: "It is apparent that any nation's prosperity and security is threatened in the face of major international conflict . . . [therefore] it is no longer practical for nations to isolate themselves." This position is a logical extension of the evidence presented earlier in the paper. The writer's argument is further strengthened by the perceptive discussion of the limits which must apply to any nation's international involvements given the danger of nuclear war: "a nation's involvement in international affairs should not consist of intervention in the affairs

other nations to achieve global stability which in turn will provide security to each nation. Commitment to world organizations such as the United Nations is essential for nations to work to solve ~~global~~ global problems such as violence, poverty, overpopulation, disease, injustice and hunger. These problems can no longer be ignored by countries who wish to isolate themselves, because they will continue to escalate and pose a threat to the world as a whole.

Canada is steadily increasing its participation in global organizations and relations. It is presently an important member of the United Nations, having contributed to peace keeping forces and serving on the Security Council. The United Nations, which has so far been encouragingly successful in resolving international conflicts, ~~cannot~~ cannot function effectively without the support and involvement of nations like Canada. For the United Nations to become even more effective in solving conflicts and improving the welfare of the world's people, nations must maintain and as much as possible, increase their participation in the United Nations and other world organizations.

More than ever before, there are ~~conflicts~~ conflicts and problems in the world which could potentially threaten every nation of the world. In the face of this situation, it is no longer practical, or even possible, for nations to attempt to preserve their security by adopting isolationist policies. Nations can no longer detach themselves from world problems but must work collectively so that each one may be safe and prosperous.

of a sovereign state." An insightful and convincing defence of position is developed.

Quality of Language and Expression

This essay is notable for the forcefulness and clarity of its writing. The author's meaning is abundantly clear and the development of the essay shows coherence and logical order. The sentence structure and vocabulary show an uncommon degree of sophistication. Sentences such as "The United Nations, which has so far been encouragingly successful in resolving international conflicts, cannot function effectively without the support and involvement of nations like Canada" are evidence of the writer's mature use of language.

TOPIC B

Student Sample Two

General Comments

This writer shows a good understanding of the issue. The paper is effectively introduced and the value dimension, though briefly examined, demonstrates a clear understanding of the critical features of the issue. The writer's examination of the evolving foreign policy of one nation is accurately described and reveals a firm command of social studies content. The position taken is readily apparent and consistent with the evidence presented. The writing conveys the writer's meaning well, and shows above average attention to the conventions of good writing. This essay is representative of 4 PROFICIENT in most reporting categories.

Today, in the 20th century, a country must make a decision on their foreign policy. Should they increase & decrease their participation in world relations. This is a question of isolationism. It is an important question as it is significant in the factors of a country's growth, politically, economically, culturally, and technologically. A nation must decide what their role is in world affairs.

The two alternating values in this issue is national self sufficiency vs international co-operation. Should a nation rely only on itself to fully operate: can it? With today's high technology and mass communication, it is difficult for a country to retain isolationist policies. Therefore a country ~~should~~ should not adopt this set of policy but try to opt for more co-operation between nations.

Many countries have tried to utilise the policy of isolationism: Great Britain prior to 1907, Italy, USA, and until recently, Communist China. They have all abandoned this policy.

The United States had tried to stay out of European affairs and conflicts. Their location contributed to this. American leaders did not feel their country should interfere with Europe. So far away. Because World War I destroyed so many European cities and Europe laid in ruins, the US offered their assistance to help rebuild and to discourage war in the future.

This looked like the end of American isolationism, but it was not. Although the US set up the League of Nations, one of the major reasons it failed was because the US did not join. They opted to stay isolated from European affairs.

Description of Value Positions

Although brief, the identification and description of alternative value positions is accurate and the relationship established between the value positions and the issue of isolationism is clear. The choice of "self-sufficiency" (isolationism) or "international cooperation" (global involvement) is further explored in the writer's presentation of examples: "Many countries have tried to utilise the policy of isolationism: Great Britain prior to 1907, Italy, USA, and until recently, Communist China." This link between value positions and evidence shows a proficient understanding of the issue.

Description of Examples or Case Studies

The writer has chosen an appropriate case study to illustrate the effect of any nation's "participation in world affairs." The examination of American

The major event that brought back the US with force in world affairs occurred when Japanese forces launched a surprise attack on a major US military naval base, Pearl Harbour. This event caused a shift in American policy and resulted in the downfall of the opposing powers in WWII.

After WWII, the USSR emerged as a major military force. The Soviets still occupied land in Europe and had no indication of leaving. Fearful of communism spreading, and a take over of Europe by the USSR, the US abandoned all policies of isolationism, introducing the Marshall Plan, set up to help any European country rebuild to set up a democratic system, and the Truman Doctrine "President Truman's Speech to help any nation fight the spread of Communism", the US hoped to counter the spread of Communism. To stop "Soviet expansionism" the US wanted to set up a "United Front" thus lead to the development of the North Atlantic Treaty Organization.

The United States left behind their policy of isolationism because they felt their ideology and freedoms were being threatened by the "spread of communism". Today, they are a major superpower, not only militarily, but economically. They have a high standard of living, high Gross National Product and trade with many nations to export their goods. Isolationism would not have made the US what it is today.

The Canadian government should not pursue the policy of isolationism for Canada. In today's world it is almost an impossibility. Canada does not have the resources, technology, or skills to completely rely on itself. No country can. Canada, as well as every country, must rely on imports and exports of natural and human resources.

Today's high technology and communications makes it impossible to be isolated from another. Travel is faster. Communication can be heard from every corner of the world.

Canada is strongly influenced by the States. All countries are influenced or aligned with another for strength and protection. No one country can stand by itself if war ever broke out.

isolationism prior to World War II indicates a good understanding of social studies content: "Although the US set up the League of Nations, one of the major reasons it failed was because the US did not join." The writer further reveals a firm grasp of events after World War II through references to various post-war phenomena: "Soviet expansion, the Truman Doctrine, the formation of NATO." While the reader may have some reservations about the accuracy of the relationship the author draws between the U.S. abandonment of isolationism and its current economic prosperity, for the most part the evidence presented is relevant and accurately described.

Defence of Position

The writer's position is clearly indicated: "The Canadian government [or any government] should not pursue a policy of isolationism." This stance is well-supported by the evidence presented in the case study: "The United States left behind their policy of isolationism because they felt their ideology and freedoms were being threatened." While the author's arguments may lack somewhat in insight, they are well-considered and logically developed: "In today's world, [isolationism for Canada] is almost an impossibility. Canada does not have the resources, technology, or skills to completely rely on itself."

Although some nations try to limit their participation in international relations, it is impossible to totally isolate a country from the rest, nor is it practical. Economy depends heavily on trade. Military strength and alliances promote deterrence, and good relations ensures peace. It is not desirable or feasible to pursue a policy of isolationism.

Quality of Language and Expression

The position of the writer is clear and the conventions of good writing are generally followed. There is some awkwardness of style: "Today, in the 20th century, a country must make a decision on their foreign policy" and the paper does contain some grammatical errors: "The two alternating values in this issue is . . ." but the writing is well-organized and logically presented. There is a directness to the essay that emphasizes the author's meaning: "It is not desirable or feasible to pursue a policy of isolationism."

TOPIC B

Student Sample Three

General Comments

This writer shows an adequate understanding of the issue through the discussion of alternative value positions. There is an appropriate use of social studies terminology and a description of a relevant case study. There are some factual errors but these generally do not detract from the intent of the essay. The arguments for the defence of position tend to be sound but lacking in persuasiveness. This essay is representative of 3 SATISFACTORY in most reporting categories.

Isolationist policies should not be pursued by nations. The values underlying this question of policy is national security versus international security. Most nations valuing national security tend to desire themselves to be self-sufficient. They have no desire for the aid of other nations nor do they wish to become entangles in the affairs of others. Such intervention would usually require the use of resources. However, these countries to remain self-sufficient prefer to maintain their resources and strength. Nations valuing international security are willing to come to the aid of others in the time of need they believe in collective action to achieve their goals. Although conflicts and [redacted] wars are undesirable, these nations will do whatever possible to help. These nations are also willing to give up some of their national sovereignty to international [redacted]operation.

One example of an isolationist country is the U.S.A. at the start of World War II. Germany attacked Poland on Sept. 1, 1939. Two days later Britain entered the war against Germany. The U.S.A., however, remained neutral. The fighting was mainly between Germany and Britain both countries resources were depleting, however, it seemed that the Germans were winning. Being bold and ambitious, Germany and the axis powers were determined

Description of Value Positions

The writer demonstrates a satisfactory understanding of the value positions underlying this issue. Although some confusion exists over the relative costs of a nation choosing "national security" over "international security," the misunderstanding is not a major one. The author's exploration of the relationship between the adoption of an internationalist position and the possible loss of national sovereignty is appropriate.

Description of Examples or Case Studies

The writer selected and adequately described an important case study -- U.S. involvement in World War II. However, some of the evidence presented is not particularly relevant to the issue: "Hitler, realizing defeat, shot himself." There are also some factual errors ("26 billion military and civilian casualties"). Despite these faults, the essay reveals a generally satisfactory grasp of social studies content.

on world domination. Japan, ally to Germany attacked Pearl Harbor in 1941 thus, finally bringing the U.S. into the war. Because of this there was a tremendous ~~balance of~~ shift in the balance of power. The U.S. had more than enough troops and arms & equipment to defeat the axis powers.

The German threat ended ~~when~~ with the attack on two fronts. From the East, the Russians were attacking. On the West, mainly British and American troops had cleared the Rhineland and were moving deep into Germany. Finally, the German fascist leader, Hitler, shot himself, [redacted] and his body was destroyed in the fires. The Japan threat was then ended with the first atomic bomb being dropped on Hiroshima.

Because of the involvement of the U.S., the Germans were defeated. However, over 26 billion military and civilian casualties resulted. The war could have been much longer if not for the involvement of the U.S. at that time. It could have ended sooner, as well if the U.S. had entered sooner. The tragic loss of people due to wars such as gas, concentration camps, automatic weapons and bombings was the greatest loss of all, in the war. Now, countries are realizing that collective security can work. Peace keeping groups and alliances such as the United Nations and Nato are good examples of countries valuing international security. The U.S., also a member of these groups, and one of the dominant powers in them, realizes the benefits and desireability of such groups. The security of the world depends on the co-operation of the world's nations.

Defence of Position

The writer takes a position against isolationism at the outset of the essay and further refines the argument in the conclusion. The merits of the U.N. and NATO as agents of "collective security" are stressed. However, there appears to be some misunderstanding about the nature of these organizations: "Peace keeping groups and alliances such as the United Nations and NATO are good examples of countries valuing international security." While the writer's position is clear, there is a lack of persuasiveness in the arguments as irrelevant information is often used in the place of substantive thought and supportive development of evidence.

Quality of Language and Expression

The paper has a definite introduction, body, and conclusion, and the author's meaning is generally understood. There are spelling errors ("They have no desire for the aid of other nations nor do they wish to become entangles in the affairs of others") but these do not seriously affect the content of the essay. Although the sentence structure is generally sound, simplistic statements of fact abound: "Because of the involvement of the U.S., the Germans were defeated." Such writing serves to keep the narrative straightforward but it does not impress the reader with its sophistication.

TOPIC B

Student Sample Four

General Comments

This writer demonstrates an uncertain grasp of the topic. The underlying value positions are implied, but they are vaguely explained. Although the case study is relevant there is a restricted understanding of its importance and there are factual inaccuracies in its description. A position on the issue is discernible but the writer's defence of that position is based more on emotion than logic. The writing reveals flaws in sentence structure and the informal tone of the essay detracts from a serious treatment of the issue. This essay is representative of 2 LIMITED in most reporting categories.

With the present state of World affairs, it would seem to be a good idea for a country to ignore what is happening outside of its borders. Although a country may not interfere with other countries because of its isolation policy, other countries may elect to interfere with that country with isolation policies. For a country that minds its own business might be worse off in the future.

I do not agree that a country should pursue an isolation policy. If a nation were to initiate such a policy, I would see that country as being selfish, uncaring towards other nations. For a nation to say they don't want anything to do with international affairs is a Thankless notion. If they are not willing to help a country in need then in the future if that isolated country asks the world for help they might not get help.

For example Belgium was a neutral or an isolated country. Being that way did not help them in the least when Germany invaded. Belgium was too wrapped up in itself that it didn't have the security to stop the Germans from invading. Although the Germans did go through or invade Belgium it was all done to surprise the French. The Germans only wanted to attack France and the only way they could do

Description of Value Positions

The value positions in this paper are not clearly identified and the analysis is limited. The author does, however, have a sense of the moral issues arising from choosing one option over another: "If a nation were to initiate such a policy [isolationism], I would see that country as being selfish, uncaring towards other nations." Nevertheless, there are significant difficulties with the paper; the confusion of the terms "isolation" and "neutral" is a good example. These difficulties reveal a limited understanding of the issue.

Description of Examples or Case Studies

The choice of Belgium has possibilities as a relevant case study but the description given reveals a restricted understanding of social studies content: "Belgium was too wrapped

that is to go through Belgium.) The Germans knew that Belgium was a nuetral country and would not put up much of a fight. If Belgium wasn't a nuetral or isolated country they could have kept up with the rest of the world in the military game, had all the weapons they would have need to fight the Germans. and to push the Germans back into their army.

Although later, once Britain found out about the Belgium invasion the British and some other European countries help the Belgium nation. if not for the commarodery of the British maybe there would be no more Belgium.

If a nation decides it wants to be isolated then that nation will be making a very big mistake. If you can't help out your fellow human beings in times when they needed you to help them but your nation was too selfish to help because they were an isolated nation.

The idea of a nation pursue isolation is or has to be the most ridiculous idea ever. If a country wants to be isolated it's up to that nation, but if the want to be isolated then that nation should move to Greenland for I want nothing to do with a stuck up country.

up in itself that it didn't have the security to stop the Germans from invading." There are also examples of inaccuracies and over-simplifications such as: "The Germans knew that Belgium was a nuetral country and would not put up much of a fight."

Defence of Position

The confusion evident in the case study carries into the defence of position. A definite stance on the issue is sometimes difficult to determine: "If you can't help out your fellow human beings in times when they needed you to help them but your nation was too selfish to help because they were an isolated nation." When certain identifiable statements of position are made they tend to be based more on emotion than logic: "If a country wants to be isolated . . . that nation should move to Greenland." Such writing detracts from a serious treatment of the issue and impairs any persuasiveness the arguments may have.

Quality of Language and Expression

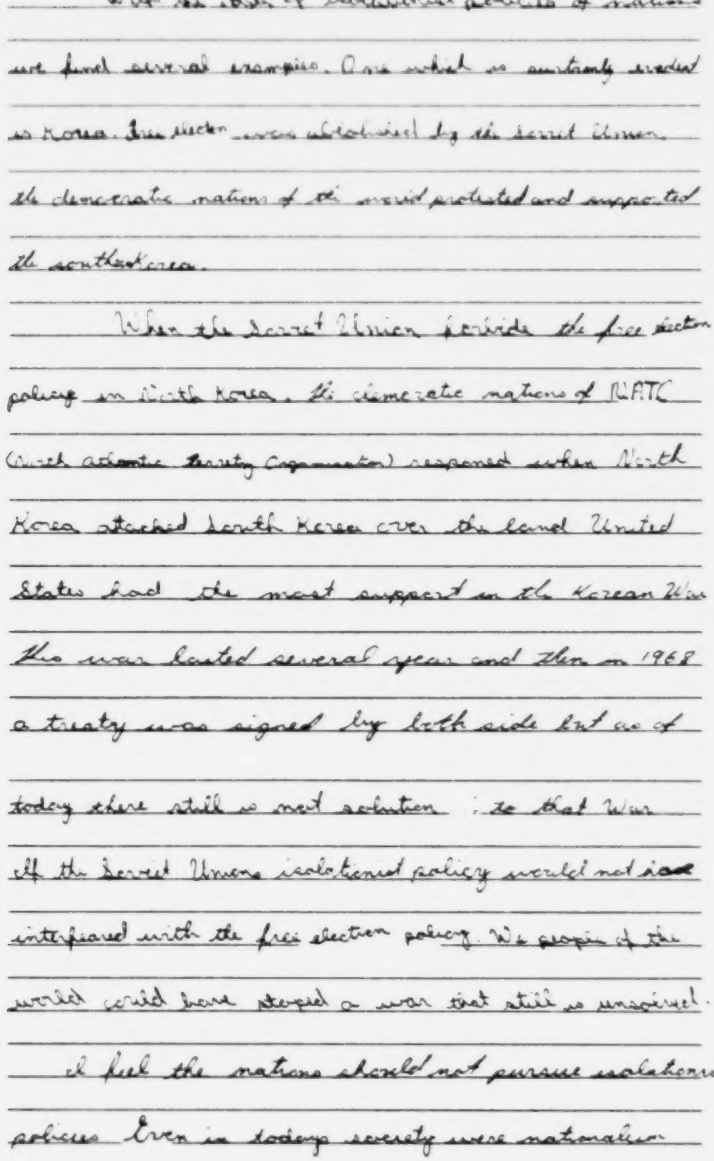
While the essay is organized into a discernible introduction, body, and conclusion, the writer's meaning is at times awkward and vague: "The idea of a nation pursue isolation is or has to be the most ridiculous idea ever." Expression also reveals a lack of assurance in syntax and spelling: "Commarodery of the British."

TOPIC B

Student Sample Five

General Comments

This writer makes very little attempt to describe the value positions and generally indicates a minimal understanding of the choices involved in the issue. There are major errors in the description of the case studies which reveal a lack of understanding of social studies content. Little attempt has been made to defend the position. The writing is disorganized and contains serious errors in language usage. This essay is representative of 1 POOR in most reporting categories.

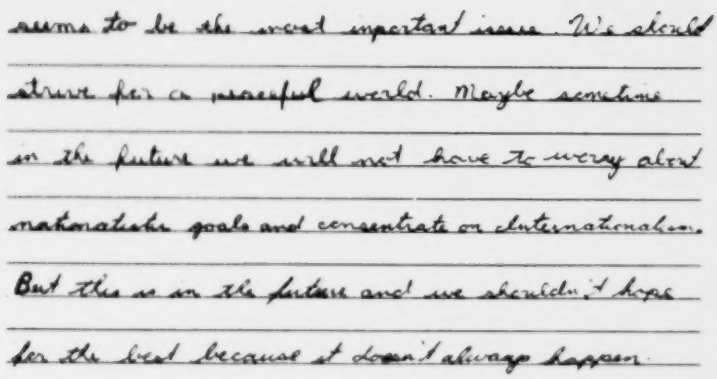


Description of Value Positions

This paper does identify nationalism and internationalism as value alternatives, but there is little attempt made to describe them. The writer makes many generalizations: "Maybe sometime in the future we will not have to worry about nationalistic goals and consentrate on Internationalism" but offers no further explanation of such statements. In this essay, the writer's lack of explanation or analysis reveals minimal understanding of the issue.

Description of Examples or Case Studies

A case study of the Korean War would be a relevant example but this writer's account is riddled with inaccuracies: "The demcratic nations of N.A.T.O. . . . responed when North Korea attacked South Korea over the land." Many of the examples given are confused and contradictory and reveal a lack of understanding of social studies content: "If the Soviet Union's isolationist policy would not have interfeared with the free election policy."


seems to be the most important issue. We should strive for a peaceful world. Maybe sometime in the future we will not have to worry about nationalistic goals and consentrate on internationalism. But this is in the future and we shouldn't hope for the best because it doesn't always happen.

Defence of Position

The writer takes a definite stance on the issue: "I feel the nations should not pursue isolationist policies." However, the defence of that position is quite weak. Statements are made which have no real bearing on the position and no linkage is made between evidence and position: "We should strive for a peaceful world. . . . But this is in the future and we shouldn't hope for the best."

Quality of Language and Expression

The paper suffers from some serious flaws in language convention and sentence structure. Common errors in spelling are frequent: "consentrate, interfeared, demcratic." Typical of the essay's mechanical faults is this non-sentence: "Even in todays society were nationalism seems to be the most important issue." Such flaws detract from the paper, frustrate the reader, and make meaning difficult to discern.

APPENDIX A

SOCIAL STUDIES 30

DIPLOMA EXAMINATION SCORING GUIDE

(Topics A and B)

SCORING GUIDE: TOPICS A AND B

1. DESCRIPTION OF EXAMPLES OR CASE STUDIES (10 MARKS)

Accurate and comprehensive description of one or more relevant examples or case studies drawn from knowledge of social studies content.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirements:

Requirements	Criteria
Accuracy	- How verifiable or factually accurate is the description of the examples and/or case studies selected?
Comprehensiveness	- What breadth and/or depth of understanding is demonstrated by the description of case studies and/or examples chosen?
Relevance	- Are the case studies and/or examples related to the issue?

NOTE: Examples and case studies from social studies content may be historical or contemporary and drawn from the study of Canada or other nations.

SCORING GUIDE: TOPICS A AND B

1. DESCRIPTION OF EXAMPLES OR CASE STUDIES (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The examples or case studies chosen are relevant, accurate, and comprehensively described, revealing a mature and insightful understanding of social studies content.
(4) PROFICIENT	The examples or case studies chosen are relevant, accurate, and clearly described, revealing a good understanding of social studies content.
(3) SATISFACTORY	The examples or case studies selected are relevant and adequately described, but may contain some minor factual errors. The descriptions reveal an adequate understanding of social studies content.
(2) LIMITED	The examples or case studies selected, while relevant, are vaguely described and contain inaccuracies, revealing a restricted understanding of social studies content.
(1) POOR	The examples or case studies chosen are relevant, but a minimal attempt has been made to describe them and/or the descriptions contain major errors, revealing a lack of understanding of social studies content.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension, OR where the case studies and/or examples chosen are not relevant to the issue.

SCORING GUIDE: TOPICS A AND B

2. DESCRIPTION OF VALUE POSITIONS (5 MARKS)

Thoughtful description of alternative value positions underlying the issue.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirement:

Requirement	Criteria
Thoughtfulness	- Are two or more alternative value positions described? - How adequately developed are the descriptions? - What depth of understanding of the issue is demonstrated by the description of alternative value positions?

SCORING GUIDE: TOPICS A AND B

2. DESCRIPTION OF VALUE POSITIONS (5 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The description of the alternative value positions is thoughtful and reveals an insightful understanding of the dilemma inherent in the issue.
(4) PROFICIENT	The description of the alternative value positions reveals a clear understanding of the issue. Some of the critical features of these positions are identified.
(3) SATISFACTORY	The description of the alternative value positions reveals an adequate understanding of the issue.
(2) LIMITED	The description of the alternative value positions reveals an uncertain or vague understanding of the issue. The value positions stated may not be clearly related to the issue.
(1) POOR	The description of the alternative value positions reveals an inaccurate or incomplete understanding of the issue.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

SCORING GUIDE: TOPICS A AND B

3. DEFENCE OF POSITION (10 MARKS)

Logical and persuasive defence of position chosen on this issue.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be awarded a mark on how well they meet the following requirement:

Requirement	Criteria
Logic and Persuasiveness	- Is the writer's position evident? - How well does the writer draw a relationship between evidence from the examples and/or case studies chosen and the position taken? - Are the arguments based on reason and scholarship rather than emotion? - Are the arguments based on valid assumptions and premises that support the conclusions made?

SCORING GUIDE: TOPICS A AND B

3. DEFENCE OF POSITION (10 MARKS)

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The defence of position is based on convincing and logical arguments. The arguments presented are consistent and forceful, demonstrating originality and insight.
(4) PROFICIENT	The defence of position is based on well-considered arguments. The arguments presented are logical and clearly developed.
(3) SATISFACTORY	The defence of position is based on one or more adequate arguments. While the arguments are generally sound, they may lack somewhat in persuasiveness.
(2) LIMITED	The defence of position is based more on emotion than logic or the arguments presented are confused or vague and lack development.
(1) POOR	The defence of position is weak because a position is hard to determine OR little or no attempt has been made to defend the position taken.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

SCORING GUIDE: TOPICS A AND B

4. QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)

Effective use of language and expression.

GENERAL CRITERIA FOR SCORING THIS DIMENSION

Students will be marked on how well they meet the following requirements:

Requirements	Criteria
Organization	- Does the essay have an introduction, body, and conclusion?
	- Does the development of the essay show coherence and logical order?
Conventions	- Does the student use correct grammar, spelling, and mechanics? ("Mechanics" refers to capitalization and punctuation.)
Syntax and Vocabulary	- Does the student use correct, appropriate, and effective syntax and vocabulary? ("Syntax" refers to the way in which words are put together to form phrases, clauses, or sentences. "Vocabulary" refers to the use of social studies terminology as well as common word usage.)

SCORING GUIDE: TOPICS A AND B

4. *QUALITY OF LANGUAGE AND EXPRESSION (5 MARKS)*

SCORE	SCORING DESCRIPTORS
(5) EXCEPTIONAL	The content is organized in such a way that the writer's meaning is unquestionably evident. The expression reveals a mature use of language structures, spelling, and vocabulary.
(4) PROFICIENT	The content is organized in such a way that the writer's meaning is clearly understood. The expression reveals good use of language structures, spelling, and vocabulary.
(3) SATISFACTORY	The content is organized in such a way that the writer's meaning is generally understood. The expression reveals an awareness of, and attention to, language structures, spelling, and vocabulary.
(2) LIMITED	The content is organized in such a way that the writer's meaning is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary.
(1) POOR	The content is disorganized or leaves in doubt the writer's meaning. The expression reveals serious faults in language structures, spelling, and vocabulary.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible.